

TASK #7 – Introduction to writing the Document Based Question Essay (DBQ)

Standard:

P.1 (SWBAT analyze primary source documents)

P.4 (SWBAT Support and defend analysis or a position with evidence)

C.U.1.3 (SWBAT Analyze the successes and failures of the early American colonies)

C.U.1.4 (SWBAT Analyze the political, social, and economic development of colonial America)

Description: A critical component of the A.P. exam is the ability to write a document based essay. There are several important steps that must be remembered when writing a DBQ essay. For this task we will work on building the necessary skills for writing your essay while incorporating the information you have learned about the development of the New England and Chesapeake colonies. We will be using a previously released A.P. exam which covers this topic. (A.P. 1993 DBQ will be used)

Prompt: *Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?*

Steps:

- 1) Writing the DBQ Workshop (Day 1)
- 2) Analysis of prompt (Day 1)
- 3) Write essay without documents (Day 2 - 50 minutes)
- 4) Analysis of documents (Day 3)
- 5) Self-Evaluation of DBQ (Day 3)
- 6) Plug in Documents to essay (Day 3)
- 7) Re-write essay with new information and inclusion of documents (On your own)
- 8) Submit re-written essay for evaluation

A.P. Central DBQ Writing Tips (www.apcentral.collegeboard.com):

- Read the question -- that is, the prompt -- three times. Remember that in this instance "AP" stands for "address prompt."
- Identify the task. State in your own words what you are being asked to write.
- Circle or underline the main words, especially words of direction, such as "analyze," "explain," "compare and contrast," "evaluate," and "to what extent."
- Briefly list the main events of the historical time period addressed. Use the acronym PERSIA to help you categorize the political, economic, religious, social, intellectual, and artistic aspects of the period. This is outside information that may be included in the essay.
- Read each document, noting the source or the title. Briefly write the main point of each document. If the prompt requires you to take one position or another, group the documents on the basis of those positions. For example, in the 1999 DBQ you are asked to evaluate colonial identity AND unity. Note that documents A, C, E, and G are about unity, whereas documents B, D, F, and H deal with identity. Some documents may be used to support both unity and identity.
- Use the source or the title when referring to the information in the document. Do NOT use the word "document" in the narrative of your essay. (Writing "Document A says," "Document B says," and so on results in a laundry list of documents instead of an essay.) You may use the word "document" in parentheses as a reference to a specific document at the end of the information you have included from that document. These notes help you organize your use of the documents throughout your essay. Essential note to remember: Students write the essay; documents don't write the essay.

DBQ Writing Checklist:

- Thorough analysis and reading of prompt
- Thorough analysis of documents
- Outline prior to writing
- Sophisticated introduction and thesis statement
- Strong Topic Sentences
- Use of outside information
- Use of specific factual information
- Use of documents to support your own knowledge
- Proper citation of documents
- Thorough analysis of prompt throughout essay
- Completely answered prompt
- Concluding paragraph

Criteria:

- ☒ Address all areas of prompt
- ☒ Sophisticated introduction with sophisticated and complex thesis statement
- ☒ Proper use and citation of documents
- ☒ Thorough use of outside information (OSI) and specific factual information (SFI)
- ☒ Analysis of key issues
- ☒ Well organized
- ☒ Excellent mechanics

Rubric:

The College Board has a 1-9 scale that it uses to evaluate essays; however, below is a modified rubric that will be used to evaluate your essay based on the College Board guidelines. See rubric on following page.

DBQ ESSAY RUBRIC GRADE SHEET

AP ESSAY RAW SCORE: (0-9)	AP GRADE: (1-5)	CLASS GRADE: (%)
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<u>Superior DBQ “5”: AP Score of 8-9 (90-100%)</u> <input type="checkbox"/> Sophisticated thesis <input type="checkbox"/> Excellent use of documents (at least 90% of docs cited) <input type="checkbox"/> Excellent use of outside information <input type="checkbox"/> Excellent analysis of key issues <input type="checkbox"/> Excellent use of concrete facts (SFI) <input type="checkbox"/> Extremely well-organized essay <input type="checkbox"/> Addresses <u>all</u> areas of the prompt <input type="checkbox"/> Extremely well-written essay	<u>Strong DBQ “4”: AP Score of 6-7 (79-89%)</u> <input type="checkbox"/> Strong thesis (contains general analysis) <input type="checkbox"/> Good use of documents, may lack balance in support of arguments <input type="checkbox"/> Good use of outside info. (needs more) <input type="checkbox"/> Good analysis of key issues (needs more) <input type="checkbox"/> Some use of concrete facts (SFI) <input type="checkbox"/> Well-organized essay <input type="checkbox"/> Addresses <u>all</u> areas of the prompt; may lack some balance between major areas <input type="checkbox"/> Well-written essay
<u>Adequate DBQ “3”: AP Score of 5 (68-78%)</u> <input type="checkbox"/> Clear thesis – needs general analysis <input type="checkbox"/> Adequate use of documents <input type="checkbox"/> Fairly well-organized essay <input type="checkbox"/> Addresses all areas of the prompt but essay may lack balance. <input type="checkbox"/> Includes some outside information (but clearly needs more) <input type="checkbox"/> Needs more analysis of key issues <input type="checkbox"/> Contains some evidence; more needed <input type="checkbox"/> May contain some historical errors <input type="checkbox"/> Contains facts irrelevant to the time period	<u>DBQ Needs Work “2”: AP Score of 2-4 (57-67%)</u> <input type="checkbox"/> Undeveloped thesis (simple thesis) <input type="checkbox"/> Thesis does not fully address question <input type="checkbox"/> Poor use of documents <input type="checkbox"/> Documents <i>control</i> the essay <input type="checkbox"/> Weak organization <input type="checkbox"/> Lacks outside information <input type="checkbox"/> Essay does not address one or more aspects of the question: <hr style="width: 80%; margin-left: 0;"/> <input type="checkbox"/> Lacks analysis of key issues <input type="checkbox"/> Lacks evidence to support main ideas. <input type="checkbox"/> Contains major historical errors <input type="checkbox"/> Much irrelevant information to time period
<u>DBQ Needs a lot of work “1”: AP Score of 1 (55-66%)</u> <input type="checkbox"/> No documents used <input type="checkbox"/> No thesis <input type="checkbox"/> Facts not specific, accurate & relevant. <input type="checkbox"/> Poor or no analysis of key issues	<u>“0” DBQ: Did not do the question (0%)</u>

General Comments:

Thesis/intro: complex-split __; complex-simple __; split-simple __; simple __; too much info __
 __ Contains vague statements or generalizations not supported by facts. __ Use of colloquial language
 __ Cite all documents __ Use more documents __ Document quotes are too long
 __ Document(s) misused: # ____ __ Laundry list __ Don't explain documents
 __ Strong conclusion __ Weak conclusion __ No conclusion
 __ Strong topic sentences __ Weak topic sentences __ Strong linking sentences
 __ Don't use "I," "you," "our," "us," "we" __ Don't connect issues to "today" (unless asked)
 __ Poor spelling and grammar __ Poor penmanship: essay difficult to read